Implementation of Mastery Learning Method in Teaching Islamic Religious Education: The Case of State Senior High School 2 Sigi Regency, Indonesia

Bahdar Bahdar[1], Juraid Juraid[2], Ahmad Syahid[3]

[1,3] Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Datokarama Palu

[2] Faculty of Teacher and Training Education, University of Tadulako

ABSTRACT: The aim of this study is to examine the implementation of mastery learning method in teaching Islamic religious education at a state senior high school in Sigi regency in Indonesia. This study used a qualitative method in which the data was gathered through field observation, in-depth interviews, and written document analysis. This study was conducted in a state senior high school in a regency in Indonesia. The focus of this study is the use of mastery learning methods in teaching the subject of Islamic religious education to the students of the school. Our findings show that the mastery learning method can increase the students achievement in the Islamic religious education subject. Teachers in the school implemented the method using classical approach which involved steps such as teaching preparation, teachers readiness, orientation, apperception, material presentation, and evaluation. Our study also shows that the students were well-motivated in studying the subject. The motivation was increased as the result of the freedom given to the students during learning process.

KEYWORDS- Mastery Learning, teaching, Islamic religious education, senior high school, Indonesia

I. INTRODUCTION

Mastery learning is an individualized teaching method using a group-based approach. Meanwhile, according to Arifin (1984) mastery learning is the achievement of the minimum level of mastery set by each unit of study, both individually and in groups. What students learn can be fully mastered. At the implementation stage, the mastery learning method starts from orientation activities. At this stage, the teacher explains the learning objectives and the tasks to be carried out and develops the students' responsibilities.

The teacher explains the learning objectives and new concepts or skills accompanied by examples. Then the teacher explains the use of learning media, gives examples of problem-solving, and provides opportunities for students to do exercises to solve a problem with the guidance of the teachers and to do exercises independently. The purpose of independent practice is to strengthen the memory of the teaching materials that students have just learned. Mastery learning is teaching based on predetermined educational goals (Betts, Thai, & Gunderia, 2021). The students can learn well in the right teaching conditions and taking into account individual differences, evaluation is carried out continuously and based on the criteria for formative evaluation and summative evaluation (Sutejo, Nurdin, & Syahid, 2021). Teachers also use enrichment and improvement programs.

The improvement program is aimed at students who have not mastered the basic competencies of a subject. At the same time, the enrichment program is given to students who have mastered the given unit of study (Bernacki, Vosicka, & Utz, 2020). Thus it can be said that mastery learning is more effective in achieving all learning objectives than learning that does not adhere to mastery learning. The advantage of mastery learning lies in the level of achievement of learning objectives, the overall learning efficiency of students is higher in mastery learning than in learning that does not apply mastery learning (Syafi'i, Nurdin, & Fitriningsih, 2020).

Another characteristic of students who are slow to master the standard of learning competence is the same as students with higher abilities. The achievement of learning objectives is a matter of student achievement (Kyriakides, Christoforou, & Charalambous, 2013). Learning achievement is the result that has been achieved by students in the form of subject values. Learning achievement is the result of learning that results in changes in students (Qarareh, 2012). Learning achievement

indicates students' ability to master learning materials that have been achieved in the form of learning outcomes. Thus learning achievement can be said to be an indication of one's success in learning. To achieve a learning achievement, students must participate in learning activities in order to gain knowledge, experience, and skills. From the sentence above, it is known that learning achievement is the result of student learning efforts that show the size of the skills achieved in the form of values.

Mastery learning provides appropriate time for students. Learners who are fast learners will progress more quickly in certain subjects. In comparison, slow learners will spend a longer time mastering the topic of the lesson. The mastery learning method focuses on achieving all learning objectives (Barsness, 2020). Students who do not master all of the competency of the subject matter presented by the teacher at each learning session are not allowed to participate in the subject matter that is a step above them unless they have completed the competency of the lesson that they have not mastered.

Although applying the mastery learning method can give good results in several lessons, there is still no research that examines the application of mastery learning in Islamic religious education learning. Therefore, this research will focus on assessing the application of the mastery learning method in Islamic religious education subjects. The aim is to contribute to the improvement of Islamic religious education learning outcomes in senior high schools where Islamic religious education lessons are limited.

II. LITERATURE REVIEW

A. Concept of Mastery learning

Mastery learning is a student learning activity that has to be completed (Chun-Hung et al., 2013). The use of the word complete here has a specific meaning, which is aimed at students' mastery of all subject matter competencies given by the teacher. Thus mastery learning is understood as a learning activity that requires all students to master the material provided by the teacher in a complete matter. In other words, mastery learning is learning that requires all students to have minimum competence in each subject. Students must master the minimum competence of the subject matter that can be known for sure by determining four aspects of learning objectives, namely spiritual, social, knowledge, and skill aspects.

Benjamin S. Bloom divides learning objectives into three aspects, namely: aspects of knowledge, attitudes, and skills (Reeves, 1990). Bloom (1969) also divides the learning objectives into three parts during the implementation of mastery learning by using a benchmark in the form of a minimum value of subject competence. All students in a study group are required to master all the minimum values of subject competence as a condition to be able to move or continue to the next subject matter. The minimum value of the subject competence used as the standard is that which can describe the students' mastery of two-thirds of the subject matter competency. It is not justified to set a minimum competency standard of less than two-thirds. If it is less than two-thirds, it is ascertained that the student's mastery of the subject matter has not been seen significantly.

For this reason, the teacher must include a minimum value of three learning objectives with the same nominal value. For example, if the cognitive aspect is given a minimum score of seventy-five, then the attitude and skill aspects are also worth seventy-five. There is also an opinion that says the theory of mastery learning is a way of learning that is oriented to the mastery of students on a certain subject matter at a certain time that they receive in the school as a whole. It means that in mastery learning activities, the presentation of material by the teacher while teaching, "every material presented is required to be mastered by all students. The same mastery of the minimum competence of the subject matter is what Benjamin S. Bloom meant in the subject where each student has the same ability in each learning subject.

The difference between one student and another does not lie in ability but rather in the time spent learning. Some students quickly accept lessons, and there are also students who are slow to understand, listen and analyze lessons. The difference in the time that students receive this lesson by Benjamin S. Bloom (1969) is called the learning difficulties that exist in each individual. The types of learning difficulties that students must overcome by educators by means of solving through *1. Different media or materials. 2. Diagnosis to determine what missing prerequisite knowledge or skills that they must acquire to master the objective*".

The teacher must also carry out the steps of learning diagnosis. Thus, there are various difficulties experienced by students while studying that are able to overcome. Then the teacher's principle in mastery learning is that "all students in the same learning class have the same opportunity to master the minimum competence of the learning material presented by the teacher even though the duration of the time is different required by the students. It has been mentioned earlier that one of the principles of mastery learning is that the limit of students' mastery of subject competencies is expressed by an ideal minimum number (Wayne et al., 2006).

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By determining the minimum value of each subject matter competency, there is still a higher value above the predetermined value. For example, if the value of seventy-five is set as the minimum value, then the value of seventy-six to the value of one hundred is a higher value than the value of seventy-five. Therefore, there are also education experts (e.g. Guskey, 2007) who argue that mastery learning is an attempt by students to master the minimum competencies of subject matter that continues to increase. As a result of this view, in reality, some students experience learning difficulties that are not caused by the learning method and also not by the mistakes that exist in the students but by the errors that come from the environment where students learn. There are many aspects of the learning environment that can complicate the students' mastery of these subjects. The causes include the time students use in learning, such as types of learning media, quality of learning materials, unclear teacher orders, and inappropriate student learning outcomes assessment tools.

The complete way of mastery learning can be carried out anywhere, either in classical schools, tutorials, or in laboratories (Patterson, 1993). Mastery learning is also done without binding a person to a certain place. For this reason, the learning method must use multiple methods by prioritizing the mastery of minimum competencies of individual subject matter while paying attention to differences between individuals in a study group. Then the learning curriculum must be formulated clearly and measurably, followed by the use of appropriate learning media and assessment tools for student learning outcomes. The purpose of using this accountable learning evaluation tool is to facilitate teachers in assessing the work and learning outcomes of students.

B. The principle of Mastery Learning

The basic principles of mastery learning are used as a basis for implementing mastery learning in schools. According to Benjamin S. Bloom (1969), there are four principles of implementing mastery learning, that are:

a. All students can learn if given the time in accodance with learning needs and utilized the time geven to the maximum
b. Each student learns accordin to theri own method and style
c. Recgnition of indvidual differences
d. Learning errors that are not corrected became the main source of leaning difficulties.

All students can learn if the given time suits their learning needs, and these students can make maximum use of the time provided. Then each Learner can learn according to their own method and style. Furthermore, each individual or student has differences from one another. Finally, student learning errors that educators do not immediately correct are the main source of student learning difficulties. According to Benjamin S. Bloom, there are four important things that must be considered by teachers when designing and implementing classroom learning.

First, the presented material must pay attention to the time used and be in accordance with the weight of the lesson material. Second, in presenting the material, it is mandatory to use multiple methods according to the diversity of students participating in learning activities. The three teachers must be sure that there are differences among the students being taught. Fourth, every teacher who gives assignments to students must be given a value as a correction for the work of students.

If this is not done, it will reduce the students' trust in the teacher. Then students will also be less interested in participating in the learning activities delivered by the teacher concerned. Thus, the thing that the teacher must do when teaching mastery learning is how the teacher organizes the learning process, which leads to efforts to realize the ability of students to develop their creativity and interest in learning. A number of researchers also argue that the concept of mastery learning should be applied based on the characteristics of the students.

III. METHODOLOGY

This study uses qualitative methods. In qualitative research, the use of theory is only a guide so that the research focus is in accordance with the facts in the field (Nurdin & Pettalongi, 2022; Nurdin, Stockdale, & Scheepers, 2016). By applying a qualitative approach, the data is collected by interacting directly in the field. In other words, the implementation and the facts of mastery learning in increasing students' understanding of Islamic religious education subjects can be done through direct observation, in-depth interviews with informants, and reviewing various written documents.

The location of this research is Senior High School 2 Sigi regency in Indonesia. The reason the researcher chose the school was based on several conditions, including mastery learning that has been implemented at the school since 2015. Then the school has become a reference school for four other schools in Sigi Regency. Furthermore, the school is also the third-ranked school at the Central Sulawesi Province level in 2018 and has been accredited with an A rating.

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IV. RESULTS AND DISCUSSION
A. Implementation of Mastery learning

Based on an informant's explanation, teachers carry out their teaching duties, starting with compiling learning needs, implementing learning, and assessing student learning outcomes. Then the purpose of preparing learning materials is as a teaching guide. In the first week of learning activities, the teacher enters the class and distributes textbooks for Islamic religious education subjects, which is followed by making groups of students into several study groups. Next, the teacher shows additional reference books that can be read, then shares the topics of material that will be studied for one semester by the students. Then the teacher explains what to do with these topics before learning the materials given. That means that at the first learning meeting, the teacher has not presented the subject matter, but the teacher only provides learning preparation to students by showing the material and the ways in which the learning activities will take place. Furthermore, the teacher prepares a Learning Implementation Plan (RPP) document in which there are learning steps consisting of four stages of activity, namely introduction, presentation of learning materials, and closing. Then the learning plan continues at the stage of assessing student learning outcomes.

Based on the analysis of the data above, an understanding is drawn that the mastery learning steps implemented in schools consist of:

a. Teacher preparation
b. Student Preparation
c. Implementation of Learning
d. Assessment of student learning outcomes.

In mastery learning by Benjamin S. Bloom, the learning steps consist of:

a. Orientation
b. Presentation,
c. Structured practice
d. Guided practice
e. Independence practice

Based on the data above, it is clear that there is a difference between mastery learning implemented in the school and the concept of mastery learning by Benjamin S. Bloom. For more clarity, the differences can be explained as follows:

First, in mastery learning by Benjamin S. Bloom (1969), the teacher immediately carries out their teaching duties without being required to develop learning tools. This is different from mastery learning implemented at the state senior high school 2 Sigi regency, where a teacher must first carry out several kinds of teaching preparations that are collected in the learning device before carrying out their teaching duties. An informant explained that teachers of Islamic religious education subjects must first prepare learning tools to be used as guidelines in carrying out their teaching duties.

Second, in mastery learning implemented at the school all students studying in the same class must first make preparations. Students must first study the subject matter that will be presented by the teacher through group learning activities outside of study hours. This method is different from Benjamin S. Bloom's (1969) mastery learning practice. Students prepare for learning in conjunction with learning activities when they are with the teacher.

Third, in Benjamin S. Bloom's (1969) mastery learning, the teacher opens learning activities with orientation, introducing the subject or sub-subject to the students the studies in the current learning activities. The teacher explains the benefits of learning materials and tells the minimum value of the learning objectives. Meanwhile, in mastery learning implemented at the school the teacher opens learning activities with an introduction with four kinds of activities, namely:

a. Orientation, such as the teacher opening learning activities with greetings, opening with prayers to start learning, checks the presence of students as a disciplined attitude and prepares students physically and psychologically to start learning activities.
b. Apperception, namely the teacher relates the learning activity material to be presented with the previous experience of students, and asks questions that are related to the learning material to be presented.
c. Motivation, the teacher provides an overview of the benefits of studying the lessons that will be presented in everyday life and explain the main objectives or sub-subjects of learning at the meeting that takes place.
d. Provision of references, the teacher informs the scope of the subject matter that is going to be discussed at the meeting at that time, informs about core competencies, basic competencies, learning achievement indicators, and the minimum

value of learning completeness at the meeting that takes place and explains the mechanism for implementing the learning experience in accordance with the steps of learning

B. The role of the environment in learning

Many education experts have said that a quiet environment, free from noise, is one that is indispensable in learning activities. For example, Muhamad Sain Hanafi said that a conducive learning environment is created from the attitude of the teacher given to students (Aratusa et al., 2022). What is meant by attitude here is the ability of teachers to interact with students through attitudes that include speech, behavior, and ways of thinking that can be used as examples by students. Meaningful words and gentle attitudes accompanied by smiles and greetings containing advice for students' future will make teachers more authoritative in students' eyes. This kind of approach can soothe the heart and touch the minds and hearts of students. As a result, students can be free from anxiety, despair, and other psychological pressures to fully devote their attention to understanding the subject matter (Herminingsih, Nurdin, & Saguni, 2022).

A students who feel safe and relaxed facing the subject matter would lead them to be serious in understanding what they are learning (Bagnall, Skipper, & Fox, 2020). This shows that in an effort to help students be serious in learning, the teacher is obliged to create a sense of security for students in every learning process. The success of the teacher instilling good things every time there is a meeting with students will create a smooth communication relationship between the two parties (Zaid, Pettalongi, & Nurdin, 2022).

The fluency of communication between teachers and students needs to be built earlier before it reaches students' mastery of the subject matter presented by the teacher. It won't be easy to achieve optimal learning objectives if the interaction between teachers and students is not smooth. According to Nurdin, Nurliana, & Mashuri (2022) that the limited communication between teachers and students is one of the reasons for the failure to achieve optimal learning objectives.

Lack of communication between teachers will have an impact on the lack of achievement of learning objectives. Teachers and students must try to expedite the course of learning by means of intensive communication. Imam Suwardi and Ririn Farnisa said that the teaching and learning process is an interactive activity between teachers and students, so communication between the two must be reciprocal in an educational situation to achieve learning goals.. It means that the creation of a good relationship between teachers and students will facilitate reciprocal communication in a learning activity to achieve optimal learning objectives. Silverman, Hong, & Trepanier-Street (2010) add that the implementation of learning, there are main components: curriculum, teachers, students, and families. Everyone must take a role to achieve the learning objectives that have been determined.

C. The Role of Confidence in Learning

Self-confidence is a belief that arises in students who encourage them to achieve something they want (Tett & Maclachlan, 2007). Self-confidence arises due to external stimuli through sight and hearing that influence confidence in doing something as desired. According to this theory, the self-confidence that arises from each person, in this case, students, is due to influences that come from outside themselves through their experience, either seeing it directly or through hearing. This means that students' self-confidence arises as a response given to the events they experience. In other words, self-confidence is a person's attitude towards abilities in themselves by accepting what is formed and learned through a process of experience with the aim of their own happiness. Departing from this kind of thinking makes the growth of self-confidence in a person into an impulse caused by their experience or an event or incident, and it is believed that it will bring them happiness in the future. In line with this understanding. The materials presented are the basic capital of students' lives in dealing with all things in living their lives as a bridge to achieve success in life in the future. In addition to the above understanding, other opinions also say that self-confidence is the courage in oneself so that a person is able to do something they think is right.

Departing from the previous explanation, it can be seen that self-confidence does not just appear in a person, because there is a certain process in their personality so that the formation of self-confidence occurs. In this regard, the formation of a strong self-confidence occurs through four processes, namely; (1). The formation of a good personality is in accordance with the development process that gives birth to certain advantages. (2). A person's understanding of the advantages that they have gives birth to a strong belief that he can do everything by taking advantage of their strengths. (3). A person's understanding and positive reaction to their weaknesses so as not to cause low self-esteem or a sense of difficulty adjusting (4). Experience in living various aspects of life by using all the advantages that exist in them. Sagaf S. Pettalongi (2013) also said the same thing". That education is a process to influence students to adapt as well as possible to their environment and thus will cause changes in themselves that allow them to function properly in people's lives. Learning is a task of directing the process so that the goals can be changed and are achieved as expected. The students are members of the community. In the community itself, various kinds

of influences have grown, between good and bad mixed into one, some are contained in customs that are passed down from generation to generation, from the older generation to the younger generation, and some are contained in other social institutions.

Of course, when students grow up to become official members of the community, they will of course be met with various kinds of these influences. Because in this influence, there is a union between good and bad values, students must break it down by separating the two by holding back bad values and developing good values. Herein lies the importance of learning to provide students with theoretical and practical abilities so that when dealing with problems, they are really able to solve them well.

V. CONCLUSION

Based on the data obtained and the results of the analysis carried out, the researcher can draw a conclusion that mastery learning is able to be implemented in classical learning activities based on an individual approach. The steps for mastery learning are applied through the stages of orientation, presentation of material, guided exercises, structured exercises, and independent exercises. Theory and practice can be carried out simultaneously, where the tasks of teachers and students are also being carried out together. The teacher can immediately correct the mistakes made by students while studying. Likewise, the teacher can directly assess the work of students who are correct. Students are directed to master the theory and practice simultaneously so that students will be able to give birth to new theories, evaluate, and teachers assess student learning outcomes.

Mastery learning at the State Senior High School 2 Sigi regency is implemented in the form of classical learning based on an individual approach. The steps taken in learning include teacher preparation before teaching, orientation, apperception, presentation of material, carrying out evaluations, and assessing student learning outcomes. In learning, the teacher prioritizes theoretical explanations over the practice. The tasks of teachers and students are different, where the teacher shows students learning resources, both in the form of books and other media that have to do with the material to be studied. The teacher also distributes learning journals to all students and then informs the methods applied in learning. While students first study the subject matter that has been distributed by the teacher, fully control the course of learning, find their own problems, collect data, manage, and report the results. Students are also directed to master methodology and theory simultaneously so that students will be able to give birth to new theories.

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